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ABSTRACT

The Southwest Educational Development Laboratory conducted a study of migrant education in Texas under a contract with the Texas Education Agency from March 7, 1968 to August 31, 1968. Of the reported 65,000 migrant students who attended Texas schools, approximately half attended 45 specially funded project schools. These 45 project schools and 45 non-project schools were visited by staff from the Southwest Laboratory and professional consultant-observers who spent more than 2,000 hours of direct on-site visitation time and conducted interviews with some 1,300 respondents--including administrators, teachers, migrant parents, migrant students, and various support personnel. Although the study indicated that the project schools were more adequately meeting the educational and social needs of the migrant child than were non-project schools, the following needs and problems common to any migrant population were identified: mobility, retardation in age-grade placement and achievement, language barriers, poverty, dysfunctional information transfer system, community non-involvement, dysfunctional personality characteristics, high dropout rate, and dysfunctional school responses to migrants. Some of the important implications of the study included the need for parent and community involvement in school affairs, capable staffing, curriculum adjusted to the special needs of the migrant child, programs to help the secondary school attract and retain the migrant student, primary-grade language development, and community services such as health, medical, dental, and nutritional care. (JH)

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Evaluation of Migrant Education in Texas: A Summary

This evaluation was
conducted by the
Southwest Educational
Development Laboratory
pursuant to a contract
with the Texas Education
Agency.

Southwest Educational
Development Corporation
1969



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PREFACE

This report is a summary of the larger *Evaluation of Migrant Education in Texas: Final Report* which was submitted to the Texas Education Agency in compliance with the terms of the contract between the Agency and the Southwest Educational Development Laboratory for organizing and operating the Texas Migrant Educational Development Center.

The study and evaluation of migrant education, summarized here, was conducted from March 7 through June 1968. It was the beginning of a program of research and evaluation to provide relevant information at appropriate times for critical decisions concerning priorities, program planning, and program management. This evaluation system will be a continuous function of the Texas Migrant Educational Development Center.

In providing the leadership for this study, the Texas Migrant Educational Development Center was assisted by the Division of Research and Evaluation of the Southwest Educational Development Laboratory and by staff members in the other divisions of the Laboratory. Special acknowledgement should go to Dr. Joe A. Cardenas, Director of the Texas Migrant Educational Development Center; Dr. Robert Randall, Associate Director for Research and Evaluation, Southwest Educational Development Laboratory; and Mr. Jerry Walker, Research Associate, Texas Migrant Educational Development Center. Dr. Clark Knowlton, Chairman of the Department of Sociology, the University of Texas at El Paso, and Dr. B. J. Steelman, Director of the Center for Continuing Education, East Texas State University, wrote significant portions of the report.

This evaluation of current educational programs for migrant children in Texas has assisted the Texas Migrant Educational Development Center to design alternative strategies and models for development of educational products during subsequent contract periods.

Edwin Hindsman
Executive Director

ABSTRACT

The Southwest Educational Development Laboratory conducted a study of Migrant Education in Texas under a contract with the Texas Education Agency. The study was conducted during the contract period March 7, 1968 to August 31, 1968. Final and summary reports have presented the detailed findings of the evaluation; the highlights of these reports are presented here.

A reported 65,000 migrant students attend Texas schools. Approximately half of these students attend 45 specially-funded project schools. These 45 project schools and 45 non-project schools were visited by Laboratory staff and professional consultant-observers. These observers spent more than 2,000 hours of direct on-site visitation and conducted interviews with some 1,300 respondents including administrators, teachers, migrant parents, migrant students, and various support personnel.

Although the study indicated that the project schools are more adequately meeting the educational and social needs of the migrant child than are non-project schools, several needs and problems common to any migrant population were identified:

1. *Mobility*, causing curriculum, teacher and program discontinuities.
2. *Retardation*, both in age-grade placement and achievement. The typical migrant stu-

dent is overaged and under-achieving.

3. *Language barriers*, such as monolingual (Spanish-speaking) migrant students in schools where only English is allowed, some school staff attitudes hostile to the use of Spanish, and little opportunity for learning and expressing ideas in a bilingual atmosphere.
4. *Poverty*, involving many unmet physical needs such as hunger, clothing, housing, and health.
5. *Dysfunctional information transfer system*, making it almost impossible to move educational information *about* the child *with* the child.
6. *Community non-involvement*, with the few school-home contacts being problem oriented and little use being made of community service-assistance agencies.
7. *Dysfunctional personality characteristics*, including lack of identity, alienation, anxiety, fear, shame, low motivation, low interest, low aspiration level, negative self-image.
8. *High dropout rate* and low retention in secondary schools.
9. *Dysfunctional school responses to migrants*, including, in some instances, little concern on the part of teachers and administrators, evidence of prejudice and other

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6. *Community non-involvement*, with the few school-home contacts being problem oriented and little use being made of community service-assistance agencies.
7. *Dysfunctional personality characteristics*, including lack of identity, alienation, anxiety, fear, shame, low motivation, low interest, low aspiration level, negative self-image.
8. *High dropout rate* and low retention in secondary schools.
9. *Dysfunctional school responses to migrants*, including, in some instances, little concern on the part of teachers and administrators, evidence of prejudice and other

poor attitudes, unprepared teachers, inadequate programs, poor materials, poor facilities, inadequate diagnostic means, inadequate support personnel, and low per pupil expenditure.

Some of the important implications of the study include the need for:

1. *Parent and community involvement in school affairs.*
2. *Capable staffing*, including incentives to attract qualified and committed teachers regardless of ethnicity.
3. *Curriculum adjusted to the special needs of the migrant child*, including materials that reflect the culture of the Mexican American and materials that can be effectively utilized by the impermanent, transitory migrant student.
4. *Programs to meet the present emergency conditions in high schools serving migrants*, which will help the secondary school to attract and retain the migrant student.
5. *Primary grade language development*, including the strengthening and expansion of preschool language development programs.
6. *Community services*, such as health, medical, dental, and nutritional care and advice to be made available through better school-community coordination and communication.



Although the evaluation points up still unmet needs, the evaluators emphasized that the needs of migrant students are being met more adequately than ever before. The "problem emphasis" of the evaluation report is an indication of the concern and hope of both the Laboratory and the Texas Education Agency that the already improved conditions for migrant students in Texas will continue to improve, so migrant students' achievement soon will be equal to that of non-migrant students.

INTRODUCTION

This report is a summary of the larger *Final Report* which was submitted to the Texas Education Agency in compliance with the terms of the contract between the Agency and the Southwest Educational Development Laboratory for organizing and operating the Texas Migrant Educational Development Center. The Laboratory submitted the *Final Report* on the *Evaluation of Migrant Education in Texas* during June, 1968.

The overall purpose of the *Final Report* was to determine the educational opportunities available for children of migratory agricultural workers in Texas and to evaluate the educational programs for migrants in Texas. In this summary pertinent findings and information from the larger report are presented in a brief outline form. Continuity and comprehensiveness are intentionally sacrificed in the attempt here to present only the highlights of the larger, detailed *Final Report*.

Ninety schools in Texas were selected for on-site visits by Laboratory staff and consultant-observers. Forty-five of these schools were specially-funded under Title I, Migrant Section of the Elementary and Secondary Education Act of 1965. The remaining 45 also have some migrant students but do not receive special migrant funds. The school districts are referred to as "project" and "non-project"

schools respectively and are represented by location and name in Map 1 and Table 1.

The *Final Report* represented the combined efforts of the consultant-observers who spent more than 2,000 hours of direct observation in the schools. The information collected will continue to be processed, analyzed, and used as input for the programmatic efforts of the Texas Migrant Educational Development Center.

An overall perspective of migrant agricultural labor in the United States in general and in Texas particularly is important for the educator working with this population group. This perspective, along with cultural and educational background information, is summarized in the next section.

TABLE I

LIST OF PROJECT AND NON-PROJECT SCHOOL DISTRICTS

No.	School	No.	School	No.	School	No.	School
1.	Abilene	24.	*Edinburg	47.	Matagorda City	70.	San Diego
2.	Alice	25.	*El Campo	48.	Menard	71.	*San Felipe
3.	Austin	26.	*El Paso	49.	*Mercedes	72.	*San Marcos
4.	Benavides	27.	Floresville	50.	Midland	73.	*Santa Rosa
5.	Brooks	28.	*Georgetown	51.	Mineral Wells	74.	Schertz-Cibolo
6.	Brownfield	29.	George West	52.	*Mission	75.	Seguin
7.	*Brownsville	30.	*Gregory-Portland	53.	Muleshoe	76.	Shallowater
8.	Bryan	31.	*Harlingen	54.	New Braunfels	77.	*Sinton
9.	*Calallen	32.	*Hereford	55.	Pearsall	78.	Slaton
10.	Calhoun	33.	*Hidalgo	56.	*Pharr-San Juan-Alamo	79.	Snyder
11.	*Carrizo Springs	34.	Jim Hogg	57.	*Plainview	80.	*South San Antonio
12.	*Cotulla	35.	Karnes City	58.	Premont	81.	Stockdale
13.	*Crystal City	36.	Kingsville	59.	*Poteet	82.	Three Rivers
14.	Cuero	37.	*LaFeria	60.	*Progreso	83.	*United Consolidated
15.	*Del Rio	38.	*Lamesa	61.	*Raymondville	84.	*Uvalde
16.	Del Valle	39.	Lampasas	62.	Refugio	85.	Victoria
17.	Devine	40.	*Laredo	63.	*Rio Grande City	86.	Waco
18.	Dilley	41.	*Lasara	64.	*Riverside	87.	*Waelder
19.	*Dimmitt	42.	Levelland	65.	Riviera	88.	*Weslaco
20.	*Donna	43.	Littlefield	66.	*Robstown	89.	Yorktown
21.	*Eagle Pass	44.	Lockhart	67.	*Roma	90.	*Zapata
22.	Ector	45.	Lubbock	68.	Round Top		
23.	*Edcouch-Elsa	46.	*McAllen	69.	*San Benito		*Project Schools

I. HISTORICAL AND BACKGROUND INFORMATION

A. Migratory Agricultural Labor in the U. S.:

1. In 1965, after the termination of Public Law 78, which permitted Mexican workers to enter the United States for agricultural work, the number of domestic agricultural workers increased.
2. Because farm labor is needed only for short periods during cultivation and harvest, sustained employment in a particular area is impossible to maintain. Thus a migratory farm worker population is functional and economically feasible.
3. Although mechanization and new plant varieties have developed rapidly, many crops continue to require hand labor and may for some time in the future.
4. An oversupply of laborers for local economic demand exists in South Texas; hence, migration is an economic necessity for many workers.
5. The migrant agricultural worker returns to Texas' Rio Grande Valley because living costs during the winter season are lower in the "home base" communities and winter crops provide at least some opportunity for employment in the Lower Rio Grande Valley. Although "home base" communities are concentrated in the Valley, migrants are home-based in communities in many areas in

Texas.

6. In addition to economic reasons for turning each year, the migrant worker feels a sense of identity and loyalty to the "Valley." It is his home.
7. Annual migration usually involves only members of the family.

B. Cultural Differences:

1. Cultural differences exist between the Anglo American and the Mexican migrant worker. (More than 50 percent of the migrant agricultural workers in Texas are Mexican American.)
2. These differences include such important areas as orientation toward the future, the relationship between man and nature, the orientation toward family, and the religious and cultural heritage.
3. Difficulties encountered in the area of educational innovations among Mexican American populations may in part, be due to basic cultural differences.

C. An Historical Overview of the Conditions for the Child:

1. The migrant child spends several months away from his home community each year missing at least one

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6. In addition to economic reasons for re-
turning each year, the migrant worker
feels a sense of identity and belonging in
the "Valley." It is his home.
7. Annual migration usually includes all
members of the family.

B. Cultural Differences:

1. Cultural differences exist between the
Anglo American and the Mexican Ameri-
can migrant worker. (More than 95
percent of the migrant agricultural work-
ers in Texas are Mexican Americans.)
2. These differences include such basic and
important areas as orientation toward
the future, the relationship felt between
man and nature, the orientation to the
family, and the religious and cultural
heritage.
3. Difficulties encountered in applying
educational innovations among Mexican
American populations may, in large
part, be due to basic cultural differ-
ences.

C. An Historical Overview of the Educational Conditions for the Child:

1. The migrant child spends four to six
months away from his home base, each
year missing at least one-third of a

school year. Academic retardation soon
places the child considerably behind the
resident school child, with the gap
widening with each passing year.

2. Economic problems, community apa-
thy, and misunderstanding of the special
needs of the academically retarded child
have resulted in inadequate school facili-
ties.
3. The migrant child's parents typically are
uneducated; illiterate; speaking non-
standard Spanish and little or no
English. His peer group is of a similar
environment.
4. Generally, migratory children have been
unable to attain stabilized and continu-
ous academic instruction. A 15-year-old
child in the third or fourth grade is not
uncommon.
5. Special attention to the educational
needs of the migratory child in Texas
began in 1962 with a survey requested
by the State Board of Education.
6. Introduction of large scale farm
mechanization would leave the migrant
with a dead end — a hopeless future.
Parents, therefore, are becoming aware
of the necessity for their children to ac-
quire an education to develop other eco-
nomic skills.



7. A number of factors have been responsible for the movement to improve and extend the education available to the migratory child:

- a. Momentum of the civil rights movement has motivated the Mexican American.
- b. Accentuation of the worth of the individual person has focused attention on atypical pupils.
- c. Realization by school officials of the need for well-trained teachers has led to employment of better-skilled teachers and more positive classroom conditions for the deprived pupil.

II. AN OVERVIEW OF THE PROJECT SCHOOL

An overview of the characteristics of the project schools has been developed from the information in the reports of evaluators who visited and analyzed programs in the project schools.

A. Physical Plant:

1. Forty-five percent of the project schools were described as relatively new, excellently maintained, and possessing all the physical amenities necessary for the needs of school children.
2. Forty percent of the project schools visited were rated as fair, indicating that while the school buildings are structurally sound and fairly well maintained, they are old and often lack well-lighted and well-ventilated classrooms.
3. The other 15 percent of the schools were reported as being inadequate, old, and poorly maintained.

B. Faculty:

1. Permanent certification of faculty for the project schools ranged from 75 to 100 percent, with most of the schools above 90 percent certification. Texas has only two regular certificate levels — provisional and professional — and both represent a permanent license to teach. Emergency permits are granted only when a school administrator declares

that fully qualified personnel are available.

2. Faculty ethnicity ranged from 100 percent Mexican American in two schools to no Mexican Americans on the staff in 10 schools.

C. Supportive Personnel:

1. All the evaluators reported that aides are highly regarded by teachers who consider them the most valuable support personnel.
2. The next most valuable support personnel are visiting teachers, although reports indicate that the role of the visiting teacher is poorly defined and structured. They are used in the following ways in the schools:
 - a. as old-fashioned truant officers
 - b. to handle crisis situations.
 - c. as messengers between the school, home, and community agencies
3. Librarians are used extensively in project schools; 15 schools reported having librarians with migrant funds.

D. Materials:

1. Most of the reports stated that instructional materials, such as library books, audio-visual equipment, teacher-made materials, and experimental materials were abundant. Six

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2. Faculty ethnicity ranged from 100 percent Mexican American in two schools to no Mexican Americans on the faculty of 10 schools.

C. Supportive Personnel:

1. All the evaluators reported that teacher aides are highly regarded by teachers, who consider them the most valuable of support personnel.
2. The next most valuable supportive personnel are visiting teachers, although the reports indicate that the role of the visiting teacher is poorly defined and structured. They are used in some schools:
 - a. as old-fashioned truant officer.
 - b. to handle crisis situations.
 - c. as messengers between the school, the home, and community agencies.
3. Librarians are used extensively in project schools; 15 schools reported hiring librarians with migrant funds.

D. Materials:

1. Most of the reports stated that instructional materials, such as texts, library books, audio-visual equipment, teacher-made materials, and expendable materials were abundant. Six migrant

programs, however, were reported as having little equipment and few materials for instructional programs.

2. In several reports, the evaluators questioned if the school staffs were adequately prepared to utilize the materials and equipment available.

E. Language Usage:

1. In general, the teachers are enthusiastic about the impact of bilingual programs upon learning ability, linguistic skills, and intellectual development of their students.
2. In every school, some persons were found who resisted the idea of bilingual instructional programs, e.g., one administrator thought it unpatriotic to teach in any language other than English; 22 schools permit a teacher to explain concepts in Spanish where English is not sufficient for the explanation.

F. Definition and Placement of the Migrant Child:

1. The majority of administrators from project schools reported using conferences with parents, or conferences between parent or child and a social worker, teacher, or counselor, as means of classifying the student as a child of migratory parents. A few administrators

reported using attendance patterns or late arrivals as a basis for definition.

2. The administrators in project schools reported that migrant children were usually placed in a particular grade level on the basis of a combination of achievement tests, teachers' judgments and some type of record or report card. A few administrators reported using no objective criteria and relying on a trial and error approach to placement.

G. Teachers' Perceptions of the "Special Needs" of the Migrant Child:

The special needs of the migrant child, as expressed by the project school teachers, are multiple. Improvement is needed in:

1. Communication skills, with special assistance with oral communication and vocabulary, in both Spanish and English.
2. Reading and writing skills.
3. Individualized instruction.
4. Increasing attendance, including staying in school until graduation.
5. General health services, cleanliness, and sanitation.
6. Encouraging emotional support from parents and home environment (understanding, help, love, care, and attention).

7. Providing supportive and understanding teachers.

H. Future Expectations for the Migrant Child:

Migrant parents, migrant children, and project school teachers were asked: "Do you believe that migrant children could grow up to become doctors, lawyers, engineers, and so forth?"

1. Most migrant parents and children felt that such occupational aspirations were perhaps possible. Many, however, mentioned that they aspired to see their children in unskilled and skilled positions such as secretary, policeman, nurse, etc., rather than the more highly technical professions indicated by the question.
2. Virtually no migrant parents wanted their children to become migrant workers. The children also expressed a desire to be laborers.
3. Although the majority of teachers in project schools appeared to be optimistic about the long range prospects for the migrant child, a few responded pessimistically.

I. Parental Involvement:

Administrators, teachers, migrant children, and migrant parents were all asked about the extent of parental involvement.

7. Providing supportive and understanding teachers.

H. Future Expectations for the Migrant Child:

Migrant parents, migrant children and project school teachers were asked: "Do you believe that migrant children could grow up to become doctors, lawyers, professors, engineers, and so forth?"

1. Most migrant parents and children alike felt that such occupational goals were perhaps possible. Many, however, mentioned that they aspired to semi-skilled and skilled positions such as mechanic, secretary, policeman, nurse, or teacher, rather than the more highly trained professions indicated by the question.
2. Virtually no migrant parents wished for their children to become migrant farm workers. The children also expressed no desire to be laborers.
3. Although the majority of teachers in the project schools appeared to be optimistic about the long range prospects for the migrant child, a few responded pessimistically.

I. Parental Involvement:

Administrators, teachers, migrant students and migrant parents were all asked about the extent of parental involvement in the

migrant education program.

1. Little parental involvement was indicated by the project school administrators. A generally passive attitude was expressed by the administrators concerning parental involvement. They often indicated that the opportunity existed for parents to participate (P-TA, school programs, etc.) but that the migrant parent did not "take advantage" of these opportunities. Active, personal solicitation of parents was seldom mentioned.
2. Most project teachers agreed (with the administrators' responses) that little parental involvement existed. Several reasons were cited for this non-involvement:
 - a. Migrant parents were too busy "surviving" to become involved with the school.
 - b. A language "barrier" existed between parent and school personnel.
 - c. Migrant parents were ashamed of their personal appearance - clothing, etc.
 - d. Teachers felt that home visitations might not be welcomed by parents.
 - e. Belief that home visitation is solely the responsibility of the visiting

teacher or social worker.

f. Belief that visits are unnecessary unless a problem exists.

3. Most migrant parents and children indicated that visits by the parents at the school or by school officials in the home were infrequent and, when they did occur, were most often "problem oriented;" i.e. precipitated by health, attendance, academic, or behavioral problems.

J. Teacher-Student Interaction:

1. Most schools reported that teachers utilized 75 percent or more of class time in "teacher talk" or in "question and answer". In those schools, there was little evidence of student participation, of teachers' endeavoring to develop open lines of communication, or of teachers' moving away from the traditional.

2. The evaluators reported only six schools in which "student talk" represented 50 percent of class time.

3. Teachers in the migrant programs are generally traditional, preferring the customary techniques of question and answer and teacher explanation to newer and more innovative techniques.

K. Principal Strengths and Weaknesses of the Migrant Program:

1. The strengths of the migrant program are listed by the number of schools for which a particular strength was reported. (See Table 3.)

2. The list of weaknesses is much longer than the list of strengths. (See Table 4.)

L. Conclusions and Suggestions Offered by Consultant-Observers:

1. The five most frequent suggestions are:

- a. Greater involvement of parents
- b. Development of educational materials specifically adjusted to the culture and the needs of migrant children
- c. Development of bilingual instructional programs
- d. Inservice training and self-evaluation of the faculty of migrant schools
- e. Greater use of bilingual teachers and staff

2. Other suggestions — including curriculum adjustment to specific needs of migrant children, more individualized and personalized education of migrant children, and the development of testing techniques suitable for the more valid testing of migrant children, and use of younger, more dedicated, and better trained teachers — are all indirect criticisms of existing programs as well as suggestions for the future.

TABLE 2

REPORTED STRENGTHS OF MIGRANT PROGRAMS: PROJECT SCHOOLS	
Reported Strengths	Number of Times Item Mentioned in Reporting on 45 Schools
1. Prepared, dedicated teachers	19
2. Meeting physical needs of children	17
3. Abundant materials for instructional purpose	15
4. Addition of supportive staff such as aides, visiting teachers, etc.	8
5. Opportunity for individualized instruction	8
6. Use of innovative and creative teaching techniques	6
7. Strengthening of student self concept	6
8. Curriculum geared to migrant student needs	6
9. Extremely competent faculty and staff	5
10. Development of bilingual faculty and staff	4
11. Development of bilingual programs	4
12. Development of remedial programs	4
13. Low faculty/student ratio	4
14. Focus on special language and reading programs	3
15. Development of school spirit and school pride	3
16. Condensed school year allowing migrants to have full school year	3
17. Adult migrant program	2
18. Children have longer school day	2
19. Better understanding of Mexican American culture	2
20. Enhance vocabulary and communications skill	1
21. Takes the burden off regular program	1
22. Creates a free and meaningful home-like atmosphere at school	1

TABLE 3

REPORTED WEAKNESSES OF MIGRANT PROGRAMS: * PROJECT

Reported Weaknesses	Number of Times Item Mentioned in Reporting on 45 Schools	Reported Weaknesses
1. No parental involvement with the program	23	21. No counseling services
2. No community involvement with the program	14	22. No audiovisual materials
3. No teacher orientation or training for program	14	23. Inadequate testing and
4. Traditional teaching techniques used	14	24. No individualized help
5. Inadequate buildings and classroom facilities	13	25. Too great an age variat
6. No evidence of any program planning	10	26. Large teacher turnover
7. Failure to utilize or to recognize existence of Spanish	9	27. Need for health and de
8. No staff development or inservice projects	9	28. Prejudiced administrat
9. Traditional curriculum	8	29. Children not permitted
10. Program not designed to benefit migrant children	8	30. No Mexican American
11. Materials used had little meaning for students	7	31. Complete disregard for
12. Very limited program	7	32. Poor non-migrant stud
13. Prejudiced teachers	7	33. Day too long for migra
14. Curriculum too structured	6	34. Community prejudice
15. Segregated facilities, no opportunity for mixing with other students	6	35. Need for breakfast
16. No definition of educational facilities	5	36. Several grades in one c
17. Few or no free lunches available for migrant children	4	37. No vocational training
18. Quality of faculty in migrant programs very low	4	38. No training for suppor
19. Lack of program support from school administrators	4	39. Use of very old teacher
20. Shortage of teaching materials	4	40. Children kept in first g

* Sharing facilities with non-migrants, low teacher morale, lack of playground equipment, lack of administrative personnel, lack of fine arts, no fine arts, no athletics, lack of library facilities, lack of qualified teacher personnel, were not reported.

REPORTED WEAKNESSES OF MIGRANT PROGRAMS: * PROJECT SCHOOLS

	Number of Times Item Mentioned in Reporting on 45 Schools	Reported Weaknesses	Number of Times Item Mentioned in Reporting on 45 Schools
program	23	21. No counseling services available	4
program	14	22. No audiovisual materials	3
program	14	23. Inadequate testing and student selection	3
	14	24. No individualized help provided	3
ilities	13	25. Too great an age variation in classes	3
	10	26. Large teacher turnover	3
ence of Spanish	9	27. Need for health and dental care	3
jects	9	28. Prejudiced administrators	3
	8	29. Children not permitted to take textbooks home	3
ant children	8	30. No Mexican American teacher aides	3
students	7	31. Complete disregard for Mexican American culture	2
	7	32. Poor non-migrant students need special program as much as migrants	2
	7	33. Day too long for migrant children	2
	6	34. Community prejudice against Mexican American children	3
for mixing with other students	6	35. Need for breakfast	2
	5	36. Several grades in one classroom	2
migrant children	4	37. No vocational training	2
ns very low	4	38. No training for supportive staff	2
administrators	4	39. Use of very old teachers for migrant projects	2
	4	40. Children kept in first grade for three years	2

low teacher morale, lack of playground equipment, lack of administrative control, non-
cs, lack of library facilities, lack of qualified teacher personnel, were reported only once.

III. AN OVERVIEW OF THE NON-PROJECT SCHOOL

A. Introduction:

1. Most of the non-project schools cannot truly be characterized as migrant schools, and many of the administrators and teachers seem reluctant to admit that problems exist that affect migrants in their institutions. A small percentage of the non-project schools' students are migrants.
2. As a result of this situation, no specifically designed organizational arrangements for meeting the needs of migrant children are found in most of these schools.
3. The agricultural migrant has been almost totally neglected in these non-project schools with regard to organization, staffing, curriculum, special services, and teaching materials and techniques. The use of the term, "neglected," is meant to imply that the migrant child's special needs are not attended to. In most instances, he does have full access to and use of services, facilities, and materials provided for the student body at large.

B. Instructional Personnel:

1. Professional qualifications of personnel making up the staffs for these non-project schools, for the most part, do

not include those unique to the needs of migrant children. While the personnel are generally well-qualified and have degrees and certificates comparable to personnel in Texas schools in general, their knowledge and talent relative to the teaching of migrant children has been gained only through experience and attendance at infrequent school workshops.

2. In a few instances, the value of a Mexican American teacher working with classes containing migrant students has been recognized. Mexican American counselors have also been valuable, as well as the use of Mexican Americans in the roles of other personnel, such as nurses and guidance officers. Where these programs have developed, however, they appear to be a result of other factors and not through any planned effort to ease the problems of migrant students.
3. In summary, the presence of Mexican American students in these schools does not usually appear to be a deciding factor in the assigning of personnel to teaching or supporting roles.

C. Physical Facilities:

1. School plants at these non-

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- 2. In a few instances, the value of using Mexican American teacher aides to work with classes containing migrant students has been recognized. Mexican American counselors have also proved valuable, as well as the use of Mexican Americans in the roles of other support personnel, such as nurses and attendance officers. Where these arrangements have developed, however, they appear to be a result of other factors and not through any planned effort to ease the problems of migrant students.
- 3. In summary, the presence of migrant students in these schools does not generally appear to be a deciding factor in the assigning of personnel to teaching positions or supporting roles.

C. Physical Facilities:

- 1. School plants at these non-project

school sites range from highly antiquated buildings 40 years old to the most modern facilities. The type of facilities, in all cases, appears to have been decided by the tax structure, economic situation, and administrative policy in the community, and not by the presence or absence of migrant students.

- 2. Migrant students in these schools are assigned to classrooms that would be more or less typical of those found anywhere in the State of Texas. They are not segregated on the basis of "migrant/non-migrant" characteristics or ethnic background.

D. Instructional Materials:

- 1. The variety, or lack of variety, of teaching materials employed in these schools is dependent upon factors other than the needs of migrant students.
- 2. If any common characteristics were to be identified in relation to teaching materials used in these schools, it would probably be the fact that they were almost all heavily oriented toward use for Anglos.
- 3. The most significant fact relative to this cultural bias in teaching materials appeared to be the wide use of, and unjustified faith in, culturally biased intel-

ligence and achievement tests. Teachers and administrators seldom seemed to have any qualms about placing a migrant child in a particular grade or section on the basis of his scores on intelligence and achievement tests, administered in English.

E. Language Usage:

1. The principal language used in these schools inside and outside the classroom continues to be English. Instruction is conducted in English except in instances where the translation of a few words into Spanish is necessary for communication.
2. Some administrators appear to be adamant in their insistence that Spanish not be spoken in the school.
3. In some cases the bias against the use of Spanish is so strong that administrators expressed a preference for hiring teachers who could not speak Spanish so the students might be more quickly forced to learn to communicate in English.
4. Some of these schools conduct summer programs for preschool age non-English speaking children, but at a time when the migrant children are on the road and cannot participate.

F. Definition and Placement of the Migrant Child:

1. Most administrators in non-project schools reported using enrollment cards or late arrival as a basis for determining migratory status. Conferences and records were seldom mentioned.
2. Administrators reported using tests, teachers' judgment, and records or report cards as criteria for placement of the migrant child in a particular grade level.

G. Teachers' Perceptions of the "Special Needs" of the Migrant Child:

1. Most non-project teachers felt that the major need of the migrant child is to develop communication skills.
2. Several teachers felt that the migrant lacks any cultural background. For instance, one felt that "Americanization should be encouraged."
3. Improved health, nutrition, and clothing were identified as needs of the migrant child.
4. Several teachers mentioned that migrants need vocational training "so they can achieve success before they drop out" or "so they can find better trades."

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H. Future Expectations for the Migrant Child:

1. Most migrant parents and children felt that a migrant child *could* attain a professional occupation status as an adult, but actual expectations were centered on skilled and semi-skilled positions. They did not, however, aspire to become migrant laborers.
2. Non-project teachers were not as optimistic as the migrants themselves about the possibility of future professional status for the migrant child. Almost one-half felt that the migrant child could not become a highly trained professional. Several non-project teachers ascribed the causes to "low native intelligence," "laziness," or other like characteristics.

I. Parental Involvement:

The intent to which parents are involved in the non-project school's program for the migrant child was determined by interviews with administrators, teachers, migrant children, and migrant parents.

1. All non-project administrators indicated that parental involvement is minimal. The opportunities that do exist for parental involvement are such things as PTA, parent-teacher conferences, and

Headstart.

2. The majority of non-project teachers also indicated little or no parental involvement. Many teachers indicated they believe home visiting is not their job, that this function is to be performed by the visiting nurse or counselor, eliminating the need for the classroom teacher to make home visits. Although some non-project teachers expressed attitudes that could be used as aspirations for less dedicated teachers, others would rationalize their lack of effort by such statements as: "If the parent knows the teacher is coming, he or she will not be at home," or "It is easier for parents to come to us," or "We haven't had to make visits this year," or "It is the school board policy that we make one home visit per year."
3. Migrant parents and children indicated that parent-school visitation is infrequent at both the home and school. Among the more frequent reasons given by parents for not attending school meetings was that the meetings are invariably conducted in English and the parents speak little or no English. Both parents and children perceived visits from the school as being problem oriented.

J. Teaching Methods and Teacher-Student Relationships:

1. Basically traditional teaching techniques are employed in most of the non-project schools.
 - a. In the upper grades the lecture-class is most common, although techniques depend somewhat on subject matter being taught.
 - b. In those subject areas where the lecture method prevails in the traditional American school, it also prevails in these non-project schools. In those subject areas where classes are conducted in the laboratory method in the traditional American school, laboratory-type classes also are found in these non-project schools.
2. It is likely that teachers in these schools are sincere in expressing sympathy for migrant students and in voicing a belief that they have unique problems, consequently, need more individual instruction and attention. However, the absence of organized programs for migrants, the size of the classes, and lack of special training in working with migrants probably prevent them from implementing these beliefs in their teaching.

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K. Principal Strengths of Educational Programs in Non-Project Schools:

Reports from observers relative to a list of strengths found in educational programs of these non-project schools ranged from "none" to a listing of several strong points in individual schools. None of the schools was reported to have all of the strengths listed here, but this is, instead, a composite list of strengths, one or more of which was reported as present in most of the programs:

1. Use of Mexican American teachers and support personnel was seen to be valuable in a number of the programs. These individuals working as teachers, counselors, nurses, teacher aides, and attendance officers are in a position to make full use of their understanding of the migrant students' value systems and cultural background.
2. Ungraded programs, continuous progress programs, and use of materials of varying levels of difficulty were reported to enhance the migrant students' chances of success in schools where they are employed.
3. Developmental reading programs, the use of reading specialists, and language laboratories in some of the schools reflect a recognition of language arts as a

critical area in the education of migrants.

4. Headstart programs and other summer programs for preschool-age non-English speaking students have served to reduce the handicaps with which migrant students begin school. However, only a small percentage of preschool migrant children remain in the community during the summer to participate in these programs.
5. Inservice education programs for teachers and other school personnel are providing, in some cases, the specialized training needed for working with migrant students.
6. Basic adult education programs are raising the educational level of migrant parents and increasing their sense of education's value, with the result that some migrant parents are becoming more reluctant to take their children out of school.
7. Bilingual teachers were viewed by some to be an advantage in that better communication with migrant students and parents is possible, provided school policies do not discourage teachers from speaking Spanish.
8. Some of the observers felt that a better

understanding of the needs of migrants, greater empathy on the part of teachers, and a recognition that more must be done in education for migrant children, represent strong points in some of the programs.

9. Experienced teachers who have gained knowledge relative to problems of the migrants and developed techniques for meeting these needs represent strength. Teacher turnover in a number of the schools was minimal.
10. The strength of programs was definitely related to their meeting the physiological needs of the children through providing breakfasts, lunches, milk, medical care, dental care, and clothing. One significant factor seemed to be that migrant parents preferred to leave their children in school so they might receive these benefits when school programs make them possible.
11. The presence and, in some instances, use of a variety of teaching materials strengthen some of the programs. The use of federal funds for purchase of audiovisual equipment and other teaching materials has provided most of the schools with tools for improved teaching.

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11. The presence and, in some instances, use of a variety of teaching materials strengthen some of the programs. The use of federal funds for purchase of audiovisual equipment and other teaching materials has provided most of the schools with tools for improved teaching.

12. Availability of community service programs, civic clubs, women's clubs, church groups, and other non-school organizations to provide services which the schools cannot provide for migrant children, constitute a strength.

13. Cultural advancement for migrant students through field trips to musicals, museums, libraries, and industries strengthens some of the programs.

14. Adequate physical facilities, such as clean, comfortable, and uncrowded classrooms, cafeterias, gymnasiums, and playgrounds were strengths in some schools.

L. Principal Weaknesses of Educational Programs in Non-Project Schools:

All the non-project schools evaluated for purposes of this study were found to have some of the following weaknesses in their programs. Again, this is a composite list of weaknesses and none of the schools had all of these weaknesses. This list nevertheless could be considered characteristic of those schools which have no organized special programs for migrant students.

1. Lack of special programs for migrant students was obviously the most significant weakness in all these schools.
2. Absence of an orientation process for



migrant students entering school late makes it more difficult, if not impossible, for those students to overcome the handicap of being behind the other students in the classes.

3. Teachers in these schools have had no special training relating to the teaching of migrant students. Although some have learned through experience and brief inservice workshops ways to cope with the problems of migrants, special training programs for teachers of migrants appear to be needed.
4. A stereotyped view of Mexican American children prevents some teachers from approaching the education of migrants with attitudes conducive to good teaching. In situations where school personnel think of Mexican American children as being dull and stupid – and instances of this type were observed – the children have little chance for success.
5. Lack of parental involvement in school programs is a deterrent to the improvement of education for migrant children in almost all the schools. In most instances, the only time parents are involved in school activities is when attendance or discipline problems arise.

6. Home visits by school personnel are seldom. No examples of classroom teachers' visiting the homes of migrant students were reported by any of the schools. Nurses and attendance officers were the only school personnel reported to have visited the homes of migrants, and they did so infrequently and only in situations where problems had arisen.
7. Measurement of progress by migrant children is heavily Anglo-oriented. Standardized intelligence and achievement tests printed in English are used almost exclusively to place the migrant child in school and evaluate his progress. The language problem may result in inaccurate test results under such circumstances.
8. The curricula in these schools are Anglo-oriented. Almost no materials printed in Spanish are used, and the standard textbooks and materials seldom reflect recognition of Mexican American culture.
9. Migrant children are usually placed in classrooms with a large number of other children so individual help and attention is rare.
10. Few basic adult education programs are being conducted in the communities served by these schools. Migrant parents

generally have little education themselves and may not understand the importance of education for their children until their own educational level is raised.

11. Few teacher aides are being used. The value of teacher aides — particularly those who speak Spanish and understand Mexican American values — is mentioned frequently by the teachers.
12. Lack of empathy for migrant children and an obvious bias against the Spanish language on the part of many teachers and administrators is noticeable in some schools.
13. Few bilingual teachers are employed in these schools. The advantage of bilingual teachers on the staff was reinforced in this study. However, recruiting bilingual teachers does not appear to be an alternative of these schools.
14. More staff development programs are needed in these schools, especially service staff development programs in which special techniques for the teaching of migrants are emphasized.
15. More health care programs are needed for students in these schools. Institutions where effective health and health programs have been established

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14. More staff development programs are needed in these schools, especially in-service staff development programs in which special techniques for the teaching of migrants are emphasized.
15. More health care programs are needed for students in these schools. In situations where effective health and dental programs have been established, the

problems of migrant students are notice-
ably diminished.

16. Effective community service programs are not being developed in the communities served by these schools. For the most part, these schools call on community organizations infrequently and usually only for clothing and other welfare activities.
17. Few preschool programs for non-English speaking children are available. Where these programs are in operation, they are usually conducted in the summer when the migrant children are on the road.
18. Rigid grouping is practiced in some of these schools. Not only does this practice tend to isolate the migrant child and hinder intercultural understanding, but also the criteria used for grouping are frequently inappropriate.
19. Most of these schools are bound strongly to tradition and are resistant to change. Rigid organizational arrangements, teaching techniques, and curricula are preventing migrant children from receiving the kind of education needed for cultural understanding and economic progress.
20. No example of a well-organized and



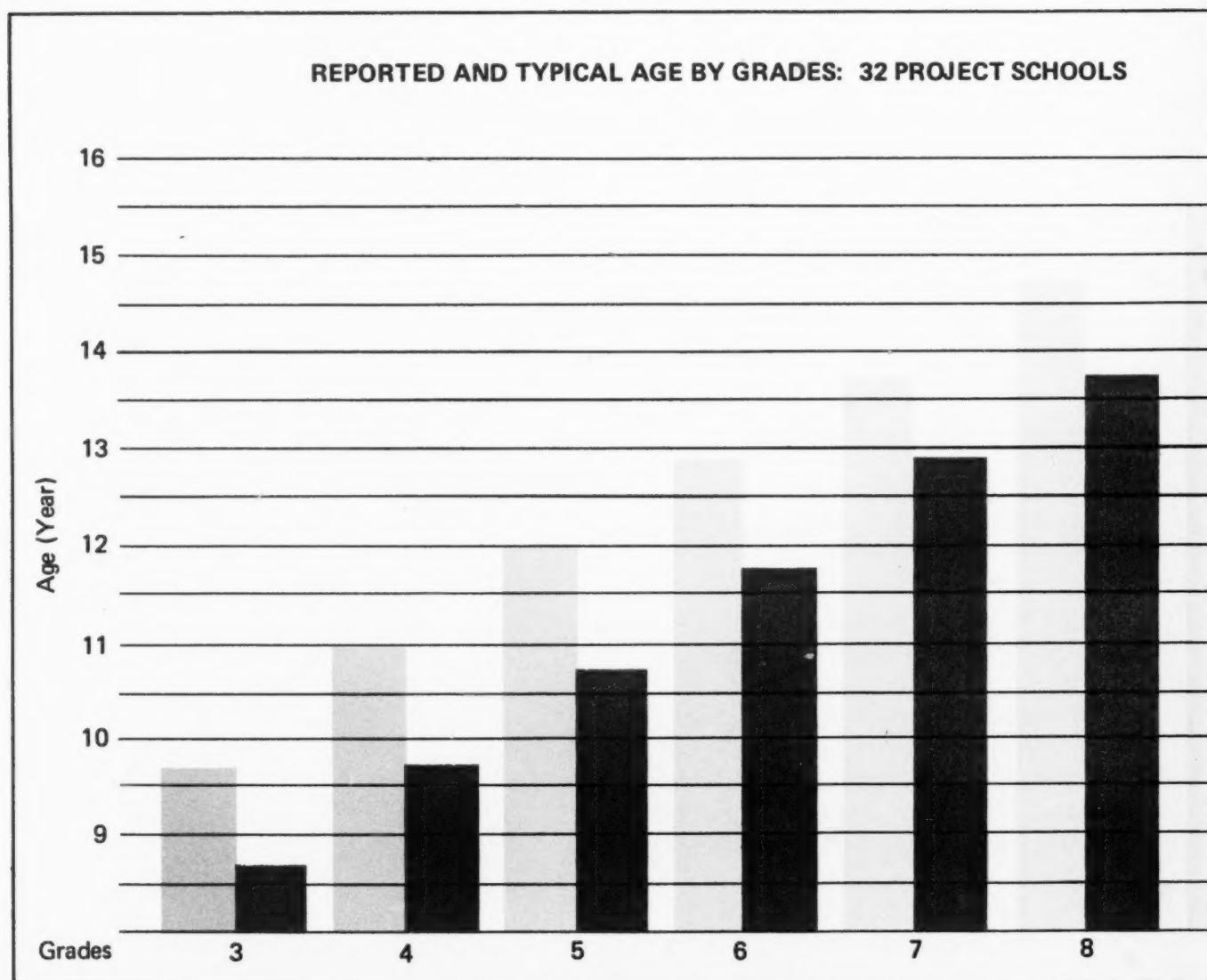
effective community service program was found during the entire evaluation.

21. Medical, dental, and health services provided in the schools are available to some migrant students, yet migrant students entering school late were often denied these services because the programs already were catering to all the students they could handle when the migrant students entered school in October or November.
22. Intellectual handicaps faced by the migrant child and absence of recognition of his culture in the curriculum tend to influence him to see himself as an individual with little or no status and with little opportunity to achieve recognition or success.

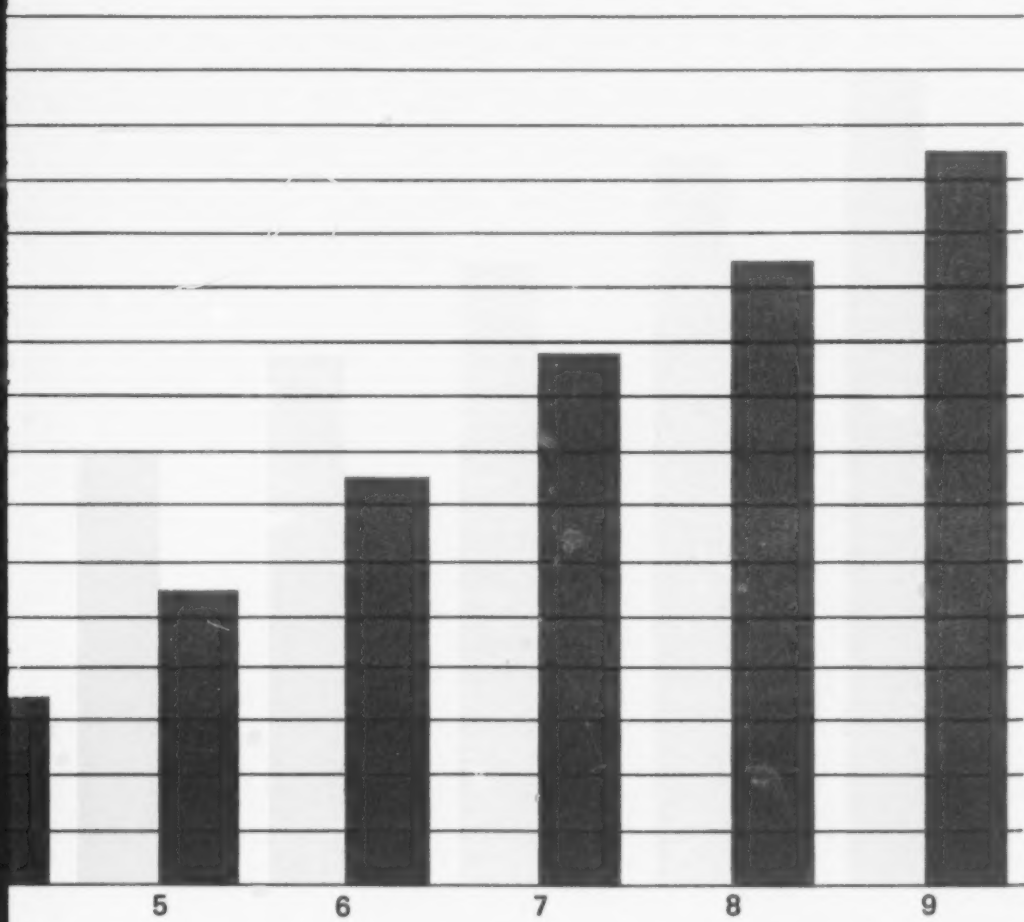
IV.SUMMARY OF PROJECT AND NON-PROJECT OVERVIEWS

- A. The project school, it appears, is adjusting itself to the needs of the migrant child. However, the widely varied, trial and error techniques and methods employed in meeting these needs suggest that inconsistent and ill-defined notions still exist concerning the special educational and social needs of the migrant child.
- B. The premise repeated in the non-project overview is that a migrant "problem" does not exist in the non-project school except in those rare situations where the migrant population is numerically significant in relation to the total school enrollment. Since the migrant students are transitory and impermanent, the problem, from the non-project school's perspective, does indeed "go away."

GRAPH 1



AND TYPICAL AGE BY GRADES: 32 PROJECT SCHOOLS



- Reported Average Age (Migrant Students)
- Typical Average Age (All Students)
6.6 1st Grade
7.6 2nd" etc...

V. ACADEMIC ACHIEVEMENT AND AGE-GRADE PLACEMENT IN PROJECT SCHOOLS

A. Introduction:

The larger Final Report dealt at length with the statistical derivation and rationale for several achievement-production, attainment, and overaged indices on the project schools. Thirty-two of the 45 project schools submitted data of sufficient reliability for index construction. The details of these statistics will not be reported in this summary. Instead, the highlights and overviews of the findings are presented in graphs and tables with a discussion of the principle interpretations and implications from each.

B. Age-Grade Placements:

Graph 1 presents the relationship between the reported ages for migrant students and ages of typical students, grades three through nine.

1. In all grades the migrant child is overaged by one to one and one-half years.
2. Migrant students are about equally overaged in all grades, *but*:
 - a. the high migrant dropout rate is not reflected in Graph 1 since the number of migrant students decreases with each school year.
 - b. the bars in Graph 1 indicating "reported ages" for migrant students actually reflect the reported ages for

those few, fortunate students who *remain* in school after the first few years. For example, only 14 percent of all migrant students in Texas are enrolled in secondary schools — Source: *Survey of Migrant Students in Texas* (SEDL, May, 1968).

3. The migrant student is both "overaged and underachieving." (See below.)

C. Achievement Quotients:

A statistic called an Achievement Quotient (AQ) was constructed and summarized by grade (See Graph 2). This index is a baseline attainment index derived from Stanford Achievement Test Scores which controls for overage of students and, therefore, is comparable to national norms.

1. With 1.00 being the national norm, the average AQ's for all grades are below this norm.
2. There is a tendency, even for the "elite" migrant student who has not dropped out in the higher grades, to fall more and more below the national achievement norm as he progresses from grades three through nine.

D. Achievement Quotient and Overaged Index Compared to Separate and Non-separate Facilities:

NT AND AGE-GRADE PLACEMENT IN PROJECT SCHOOLS

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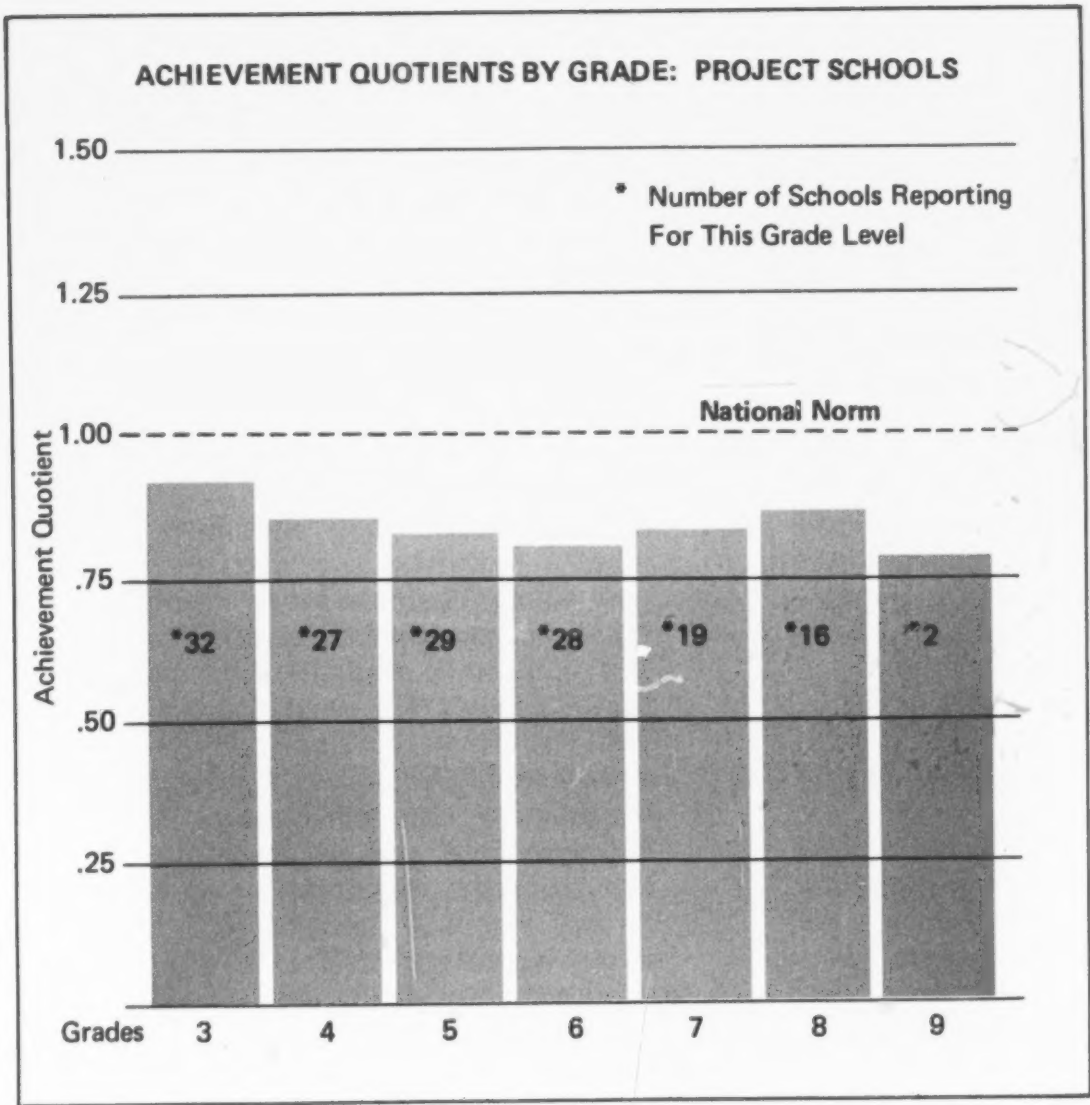
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D. Achievement Quotient and Overaged Index Compared to Separate and Non-separate Facilities:

Each of the 32 schools was classified according to the extent to which migrant students were separated for instructional purposes. Table 4 indicates the relationship between degree of separation and achievement and age-grade figures.

GRAPH 2

TABLE 4



MEAN ACHIEVEMENT
OVERALL
SEPARATE

Degree
Of Separation

Separate Campus

None, Separate
Classroom or
Building

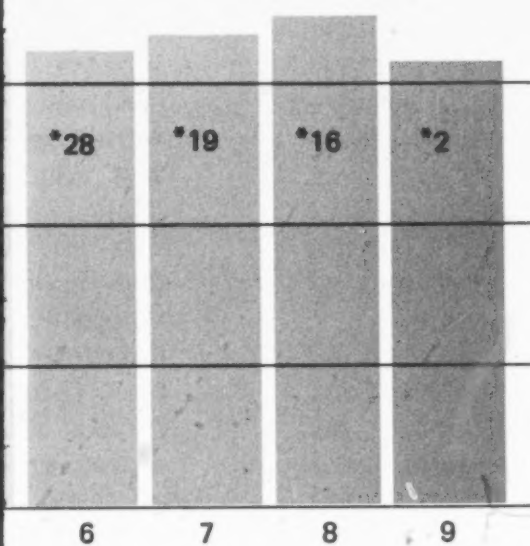
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TABLE 4

TS BY GRADE: PROJECT SCHOOLS

* Number of Schools Reporting
For This Grade Level

National Norm



MEAN ACHIEVEMENT QUOTIENT AND NUMBER OF YEARS
OVERAGED FOR MIGRANT STUDENT IN
SEPARATE AND NON-SEPARATE FACILITIES

Degree Of Separation	Mean Achievement Quotient	Mean Years Overaged
Separate Campus	.785	1.02
None, Separate Classroom or Building	.836	0.85

1. Migrant students on separate campuses scored slightly lower on achievement tests than did migrant students on a campus with non-migrant students.
2. The students on the separate campuses were more overaged.

VI. CONCLUSIONS AND IMPLICATIONS

Some concluding remarks for the entire evaluation are in order since the findings of this study hold important and urgent implications for improving the education of the migrant child.

A. Project schools are beginning to meet the educational and social needs of the migrant child. The consultant observers rated each school on the basis of the six dimensions outlined on Graph 3. The criteria they employed in assigning a rating to a school were admittedly subjective; yet there is no reason to assume that the ratings were any less valid nor more subjective in the project schools than in the non-project schools. This graph reflects the judgments of experienced educators and social scientists who collectively spent more than 2,000 hours of on-site visitation and observation.

1. Although no externally valid measure can be attached to the numerical rating, it is clear that the project schools are more readily adapting themselves to the educational and social needs of the migrant child than are the non-project schools.

2. A multitude of staff techniques, materials, and talents have acted in harmony in increasing the educational and social

opportunities for the children of migratory agricultural workers in Texas.

3. The specially-funded migrant schools have had a positive impact on migrant education in the few years since they began, yet much remains to be accomplished:

- a. Using national norms for achievement in subject areas such as language usage, reading, and mathematics, the students in the project schools still fall short.

- b. Using 12 years of schooling as a goal for all children, migrant children — even in the project schools — have even a poorer completion record than others in the state. The Governor's Committee on Public School Education (1968) found that 19 percent of the Anglo students dropped out of school before graduation, 34 percent of the Mexican Americans, and 27 percent of the Negro Americans. While the Governor's Committee did not distinguish between migrant and non-migrant Mexican Americans, the *Survey of Migrant Students in Texas Schools* found that only a small proportion, fewer than 15 percent, were enrolled in Texas high schools.

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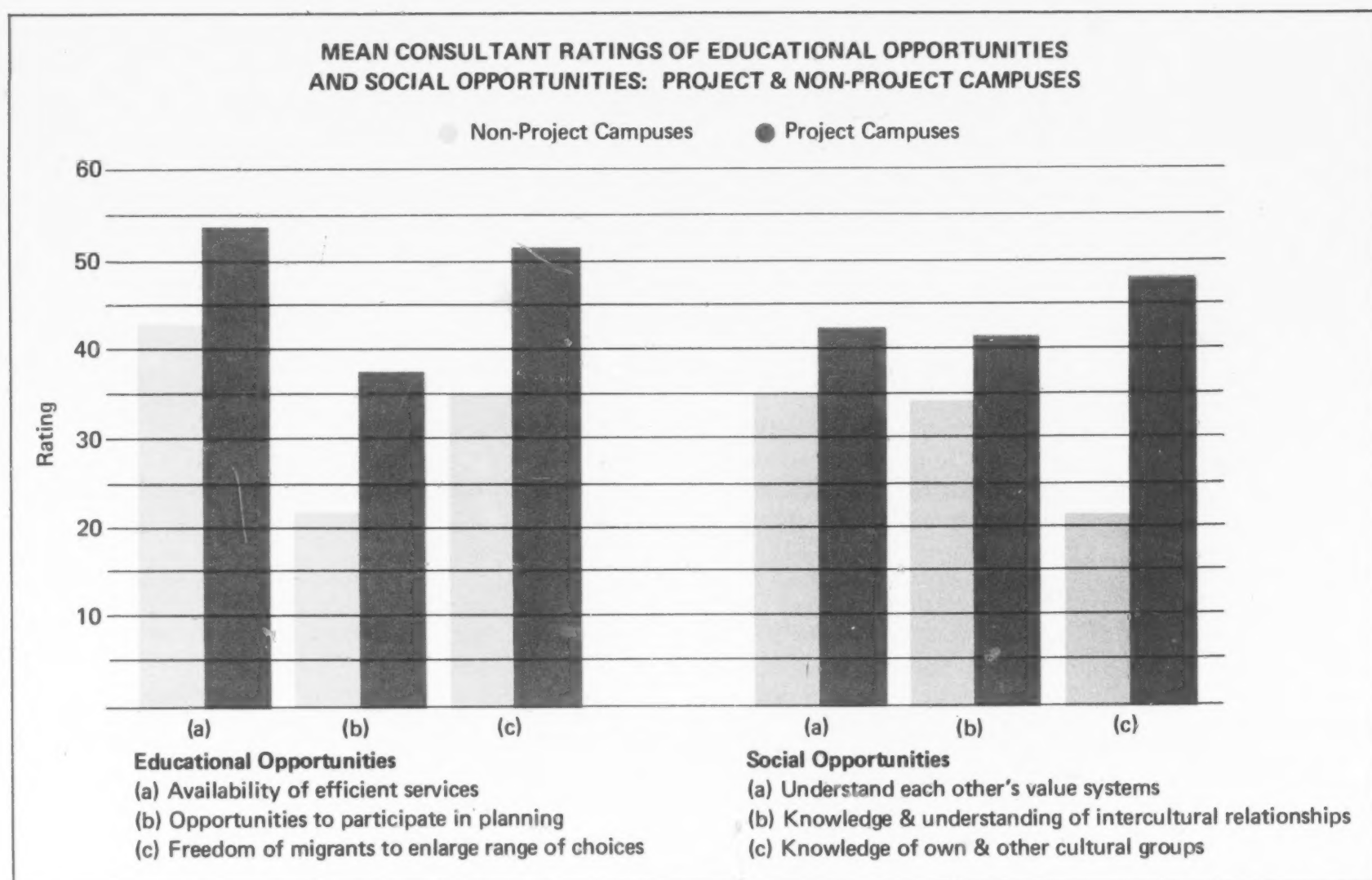
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- c. Using the findings of recent research that early learning (before and through the second grade) is critical to later school success, most project schools still have much work to be done with young pupils.

- d. Using the hypothesis that separating migrant students for instructional purposes results in increased achievement, the evidence of this evaluation suggests that achievement is not higher on separate campuses. (The comparisons reported here are between the achievements of migrant students on separate campuses and those of migrant students on campuses with non-migrant students. More meaningful comparisons would be possible if test data were available from non-project schools. The evaluation design was limited to intra-project school comparisons. Project vs. non-project comparisons are needed before final determinations can be made about the relative effectiveness of the project school — separated facilities or non-separated facilities.

4. Indications are evident that a corps of administrators, teachers, and other supporting staff are emerging from the

GRAPH 3



ranks of those who have pioneered in the project schools. These experienced school staff members can make considerable progress in educating migrant students, if given support and assistance from outside agencies.

B. Implications:

Some of the more important implications of this study are outlined below:

1. *Parent and Community Involvement in School Affairs* — A democratic society depends heavily on community concern and involvement in the work of the schools. When a community or any segment of it loses contact with its schools, both the schools and the community suffer. Education is a product of both informal experiences and formal schooling, and if the two are to complement each other, contact between school and community must be continuous. Lack of support, failure to educate the young effectively, and resultant loss of human resources are the harvests of failure of school-community cooperations. If parents do not initiate involvement with schools, imaginative ways must be devised by concerned school people to make and keep contact with them. Time and again this report documents the

misunderstanding, the erroneous notions, the lack of support of children by both school people and parents, because of a failure to communicate effectively with each other. School officials cannot depend on dysfunctional attempts that worked three decades ago. They may have to go to the people in new ways to cultivate the concern and mutual understanding needed to educate children more effectively. They need assistance from outside agencies in developing effective ways of involving parents in the education effort.

2. *School Staff Supply and Training* — A critical need, reemphasized by this report, is for more capable staff in schools that serve migrants. Analyses reveal that this does not necessarily mean more Mexican American staff members, per se, but greater numbers of committed, capable staff, whatever the ethnic composition. The evidence reported here indicates that a mix is desirable. Many schools could profitably use additional (some have none) committed, able Mexican Americans; others would gain with additional committed, able Anglo Americans. Incentives need to be developed to attract a greater number of

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with each other. School officials cannot
depend on dysfunctional attempts that
worked three decades ago. They may
have to go to the people in new ways to
cultivate the concern and mutual under-
standing needed to educate children
more effectively. They need assistance
from outside agencies in developing ef-
fective ways of involving parents in the
education effort.

2. *School Staff Supply and Training* – A
critical need, reemphasized by this re-
port, is for more capable staff in schools
that serve migrants. Analyses reveal that
this does not necessarily mean more
Mexican American staff members, per
se, but greater numbers of committed,
capable staff, whatever the ethnic com-
position. The evidence reported here in-
dicates that a mix is desirable. Many
schools could profitably use additional
(some have none) committed, able Mexi-
can Americans; others would gain with
additional committed, able Anglo
Americans. Incentives need to be devel-
oped to attract a greater number of

competent teachers to work with mi-
grant pupils. One effective incentive is
monetary compensation, but better
working conditions and a more active
role in planning, curriculum decisions,
and instructional approaches are also
important.

This report also documents the posi-
tive effects of continued training for
staff and points up the need for more
inservice training. Better ways to enable
teachers to improve their methods and
skills need to be devised – ways that do
not place further burdens on the teach-
ers' energies and time.

Roles and functions of teacher aides
need to be better defined and more ade-
quate methods developed for training
them.

Few activities would pay greater divi-
dends than development of skills of key
staff members to work with migrant
pupils.

3. *Enhancement of the Cultural Heritage* –
Another important implication of the
study is the need for developing ways to
bring about knowledge of and pride in
the cultural heritage of Mexican Ameri-
cans. This begins with acceptance of the
Spanish language as an important and



useful part of a Mexican American's culture. It does not follow that the necessity for him to learn English means he must lay aside Spanish. This study indicates that permissiveness in the use of Spanish is associated with more self-confidence for students and their higher achievement in schools.

Another urgent need is to devise curriculum materials that reflect the culture of Mexican Americans. Where are their heroes and leaders? Not in the standard text books. Where are the biographies, the books on Mexican art, history, and accomplishments? Not in the school libraries. Much of this lack could be alleviated by perceptive school officials, but the problem also deserves attention by other agencies.

4. *Programs to Meet Emergency Conditions in High Schools* — The loss of any student before graduation from high school is society's loss. More Mexican American students drop out of school *earlier* than do students from other ethnic groups. At the seventh grade, Mexican American students have a 17.6 percent dropout rate in Texas, compared to 9.3 percent for the total student population. The dropout rates for Grades 7-12

compared with enrollments, by ethnic groups, are: Anglo, 19 percent; Mexican American, 34 percent; Negro American, 27 percent; and Total, 23 percent, (*The Challenge and the Chance. Report of the Governor's Committee on Public School Education*, 1968.) *The Survey of Migrant Students in Texas Schools* indicates that only a small proportion of migrant students, fewer than 14 percent of those 65,000 identified in the survey, are in the upper six grades of school. The concern is not so much with the students who survive into high school, although attention is needed for improving the present high school programs, but for the young people who fail to reach high school at all or drop out soon after arriving. Perhaps, with the increased attention to elementary programs, the present situation will be changed when today's elementary students reach high school. But that is little help to the teen-agers who have already dropped out or who will drop out. The survey identified some 65,000 migrant students in Texas schools. The decreasing numbers in each higher grade suggests that another 65,000 migrants of school age may have already dropped

out. Since most of these dropouts are working or in need of work, possibilities of establishing technical or vocational training with immediate part time employment or training compensation might be explored. Present high school programs apparently will neither attract nor hold them. Unusual, emergency action seems advisable. Whether this can be done through existing public high schools is questionable. Attention and study needs to be given to this emergency.

5. *Primary Grade Language Development* — Reported conditions in first and second grades stress the need for better programs in language development, beginning with oral language skills. Apparently, the task of mastering the English language is still costing most beginning migrants one to two years. The attention and concentrated efforts of all concerned agencies and schools are needed to remedy this situation. Efforts begun by the Texas Education Agency with local school districts to install language development programs in pre-school need to be strengthened and expanded.
6. *Special Services* — The need for better

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6. *Special Services* — The need for better

coordination and availability of auxiliary services, such as health, medical, dental, and nutrition, to migrant families and children, was emphasized in the reports from consultant-observers. Responsible methods of servicing these needs to preserve the respect and dignity that all citizens deserve must be developed and implemented.

7. *Economic Assistance* — While some improvements can be made by schools under present constraints, many others can be effected only with financial assistance from outside. Buildings or temporary facilities are prohibitively costly for many school districts, not to mention training programs for staff. Perhaps the feasibility of mobile classrooms, individual learning centers, and other instructional units to move with the migrants from one school to another should be studied. Alternatives need to be explored and new ways devised to ease the financial burden that current non-project schools face in attempting to provide educational opportunities for this mobile, transitory population.

8. *More Accurate Information* — Another important need is for more accurate information about the location



and movements of migrant students. Studies are needed of the effects of in-service training, parent involvement efforts, and new programs that are being tested with migrant children. The project schools need more definitive studies on effects of many of the variables in this study, with controls for teacher differences and other intervening factors. Selected schools need close follow-up studies on attendance, achievement quotients, age-grade discrepancies, and achievement quotient differences to see if current trends continue. Information from such studies will have implications for policy decisions.